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ABSTRACT

The progress of 584 Community Service and Continuing Education Programs for fiscal year 1971 is the subject of this sixth annual report. Tables reflect the monies expended and institutions participating in programs authorized under Title I of the Higher Education Act of 1965. Other charts show the projects by geographic area, expenditures by geographic area, number of State-approved projects, and sources of matching funds. (RS)

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6th Annual Report

ON THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM (TITLE I, HIGHER EDUCATION ACT OF 1965)

FISCAL YEAR 1971

AC012965

THESE ASSURING SIGNS OF STEADY MATURATION OF THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM HOLD GREAT HOPE FOR THE EVENTUAL RECOGNITION BY MOST OF OUR COLLEGES AND UNIVERSITIES THAT THE CONTINUING EDUCATION OF TODAY'S ADULT DECISION-MAKERS IS AS IMPORTANT TO A HEALTHY SOCIETY AS THE SOUND ACADEMIC PREPARATION OF TOMORROW'S LEADERS.

program IMPACT

Community Service and Continuing Education,
Higher Education Act of 1965 - Title I.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE • Office of Education

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A Report on Community Service and Continuing Education Programs (Under Title I, HEA of 1965)

Fiscal Year 1971

The basic mission of the Community Service and Continuing Education Program is to implement the concept of education as a continuing, life-long and dynamic process through which adults can lead more meaningful and useful lives and through which concerned communities can improve their functioning.

THE PEOPLE SERVED

Carl, who has spent the past 15 years in and out of prison in West Virginia, wants to go back – as a civilian counselor. He "got his head together" and finished three years of high school and started college courses – all in two years. Carl is now enrolled at Bethany College which gave him the chance to continue his education and set a career goal.

Alicia and Rene with their two children spend three and sometimes four nights a week learning English in a crowded store-front center in Chicago named *Aqui Estoy* ("Here I am"). Most of the other parents in the program, like the Maldonados, are between 20 and 30 years old and recently arrived from Puerto Rico, Mexico, or Central America. They give up three or four nights a week after working eight to 10 hours a day in a factory to come to the center because they must learn new mores, new languages "... for their future, for their jobs, and to better their families."

Home television viewers, adult education classes and other students have voted, by a narrow margin, to allow Atlantic Canning, Inc. to build a plant near the fictitious town of Freeboro, Maine. The votes numbering more than 6,000 were participants in a five-part TV series entitled "North of the Namaskiag." Now that a decision has been reached, a Maine Town Meeting of the Air will involve participants in a continuing discussion of environmental and community problems.

John has recently received a loan from the Small Business Administration to enter the retail clothing business. The course work and consultation provided by Washington University's special program for black entrepreneurs will help Mr. A. succeed. Some 50 minority businessmen are being served and they will play an important part in maintaining the economy of the community.

These individuals were among the 305,289 beneficiaries of higher continuing education in 584 projects supported in 48 states through community service and continuing education grants under Title I of the Higher Education Act of 1965. In addition, it is estimated that more than one-half million people were served through the use of mass media-radio, television and publications.

The majority of projects focused on a well defined target population. In Texas, for example, the program concentrated on state and local government officials and employees. The small businessman was the prime participant in Birmingham, Mobile and Montgomery. In a dozen California cities disadvantaged adults – most frequently minority group members – were the major beneficiaries of the program.

In New York, a consortium of four colleges conducted two, ten-week leadership development workshops for board members of inner city community organizations. One hundred sixty nine men and women participated in the sessions. The majority of participants were between the ages of 21 and 35. They were generally junior and senior high school graduates and most were semi-skilled workers. In this project, the need was evident and the objectives were appropriate to the defined target audience.

Thus, the Community Service and Continuing Education Program is aiding the process of *community problem solving through continuing education* of individuals, groups, and whole communities.

THE NATIONAL PURPOSE

The Congress set forth the goal of the Program, Title I of the Higher Education Act of 1965 (Public Law 89-329), as:

Assisting the people of the United States in the solution of community problems. . . by making grants to strengthen the community service programs of colleges and universities.

In other words, this Federal program supports colleges and communities in the development of educational activities for adults that contribute to the amelioration of national problems, be they social, economic or political, as these problems are manifest in American communities.

ADMINISTRATION OF THE PROGRAM

The CSCE Program (Title I, Higher Education Act of 1965) is administered at three levels. The Office of Education is responsible for overall administration. The designated State agencies determine State priorities, select projects to be supported and oversee State program plans for community service and continuing education. And institutions of higher education carry out the educational projects.

Federal funds are distributed to the States on a formula basis after annual plans are approved by the U.S. Commissioner of Education. Federal funds are alloted with a basic amount of $100,000 to the 50 States and the District of Columbia, and $25,000 each to American Samoa, Guam, Puerto Rico and the Virgin Islands. The balance of each year's appropriation is distributed on the basis of total resident population within each jurisdiction. One-third of the annual program costs must be met with non-Federal funds. The program is operative in all 50 States, the District of Columbia, Guam, Puerto Rico and the Virgin Islands.

THE CONTINUING EDUCATION PROCESS

The figures presented in later sections of this report on dollars expended and institutions participating in the CSCE program reflect the absolute increases in State and institutional efforts, but do not present a picture of the continuing educational processes at work.

Dynamic changes in career patterns, the increasing rate at which vocational and professional skills become obsolete, new problems created by the accelerating process of urbanization, major shifts in social values and the crisis of confidence in most social institutions make it mandatory that our colleges and universities find the best ways to focus their unique resources upon the educational needs and interests of today's decision makers and a wide variety of adult citizens.

The following examples serve as illustrations of innovative continuing education projects which are being supported under Title I of the Higher Education Act.

PARAPROFESSIONAL PERSONNEL IN COMMUNITY AGENCIES

New York City Community College has recently graduated 111 adults from a 60-hour program for 26 poverty and community agencies in the borough of Brooklyn. This continuing education program was specially designed to upgrade the skills of paraprofessional counselors and support personnel. The program included field supervision and classroom instruction.

This group of adults, 49 men and 62 women, were generally high school graduates, with only 11 individuals indicating any college level experience.

In the view of agency supervisors, these mature students have improved their ability to work with clients and are better able to provide quality case recording. With new knowledge and skill, these individuals are more self-confident as well as more productive. One evidence of improved job performance is the fact that one-quarter of the group received promotions after successfully completing the training program. The interest in continuing to learn was also fostered and several participants are now enrolled part-time at the City University of New York.

In Fiscal Year 1971, fifteen similar projects were begun in twelve states. These projects are directed to paraprofessionals in a variety of community-serving agencies. The States anticipate the enrollment of 7,000 paraprofessionals in these programs.

CONTINUING EDUCATION FOR WOMEN

Through a counseling and guidance center for mature women, 431 women in the Piedmont region of North Carolina have developed specific plans for personal growth and future activity. A comprehensive series of educational and vocational counseling services have been developed by the University of North Carolina at Greensboro, and are being provided to 125 women who wish to re-enter full or part-time employment.

The Center's program includes a 12-week seminar, a study skills clinic and an employment skills clinic. Employment surveys and information workshops are conducted on a regular schedule. The exploration of volunteer opportunities has been extensive and the Center works with a variety of agencies and organizations in the utilization of the well trained volunteer.

Equally inventive programs for women are being conducted in Arkansas, Delaware, Iowa, Pennsylvania, South Carolina and Wisconsin. Some 5,000 women, young and mature, black and white, will be participating. These programs reflect the mounting interest in the problems of women and concern for the role that education plays in a constantly changing society.

In addition, numerous projects in the several States are directed to nurses, teachers, medical secretaries and to other occupational groups which are largely composed of women at the present time.

MINORITY BUSINESSMEN

Georgetown University in the District of Columbia developed new courses and new approaches to instruct operating and prospective small business managers. Such entrepreneurs frequently lack basic managerial skills in accounting, inventory control, merchandising and sales promotion. Forty-one men and six women attended a two-hour class once a week for six months and had individual sessions with faculty members from American, Georgetown and Howard Universities. Established businessmen in the local area have also served as advisors to aspiring black businessmen engaged in this continuing education project.

In addition to upgrading knowledge and skills of the participants, the project produced significant alterations at the institutions of higher education. Two new courses were initiated at Georgetown: "Marketing in the Inner-City" and "The City in Fact and Fiction." Howard University established a new course entitled "Black Economic Development."

As a result of this pioneering effort, a similar project is being conducted, with other Federal funding, for the Redevelopment Land Agency. Discussions are underway with the Federal Aviation Administration for the extension of the program to small contractors.

Projects of this nature are being conducted in thirteen additional States: Alabama, Connecticut, Michigan, Kansas, Missouri, Nebraska, Tennessee, New Jersey, Illinois, Indiana, Mississippi, North Carolina and Ohio. More than 2,300 minority businessmen are engaged in these programs.

THE AGING POPULATION

A "Senior Citizen Program" at Quinnipiac College in Connecticut was aimed at two related but distinct problems for the older American: the need to know and the need to serve. The two-part project involved almost 400 men and women in the communities of Cheshire, Hamden and North Haven. In addition to lecture-discussions on such areas as Social Security, wills and the psychology of aging, the sessions dealt with the programs and functions of Senior Citizen Centers in the three communities. A smaller group entered into consultation with the Volunteer Service Bureau and is finding ways and means of putting newly gained knowledge and skills to more effective use in community-serving organizations.

Eleven projects in eight other States are currently serving the educational needs of more than 3,000 older citizens. The "Senior Citizen Resource Center" at the University of Nevada and a pilot "Life Enrichment Program" from the University of South Carolina are but two examples of innovative approaches to the wide-spread concern for the aging population.

INMATES OF PENAL INSTITUTIONS

Other segments of the population are being served where the need is great and when resources are available. Not the least of these is the State prison population which has recently received national attention. The CSCE Program provides the only Federal assistance now available to meet the higher continuing education needs of this group in our society.

An experimental project in West Virginia was conducted at Moundsville State Prison by Bethany College. Of the 133 inmates participating in the educational program, 79 have been released. Eight of these men are now enrolled in college. Only eight (10%) of the 79 persons released have been returned to prison for parole violations. This recidivism rate is far below the national average of 25 percent.

From the documented evidence it is clear that higher continuing education supported under Title I is making a significant contribution to both individual success and societal achievement. A few of the overlooked continuing education needs of neglected adults are being served, and as a result, the quality of life for individuals and societies is being enhanced.

COMMUNITY EDUCATION AND COMMUNITY PROBLEMS

The Community Service and Continuing Education Program springs from the imperative to use higher education as a national resource in developing a sound urban society. Communities – social, political and geographic–are faced with a vast array of physical and human conditions that require college-community cooperation in the task of ameliorating community problems. The overall process is one referred to as community education.

Community education means developing community awareness about community problems, enhancing the skills of problem analysis, identifying alternative methods of attack and selecting the most promising educational strategies for alleviating the problem. The development of such educational strategies is being accomplished by colleges and universities in concert with State and local governments, volunteer organizations and new combinations of community members.

From this perspective the CSCE Program represents a continuing concern on the part of the Federal government for supporting community-wide education related to the most pressing public problems. Within the broad framework of problem areas listed in the enabling legislation, special attention was given in 1971 to environmental quality, Model Cities efforts, drug abuse, crime and youth opportunities.

The following projects illustrate the viability of joint college-community endeavors in these areas:

THE 8TH DAY

The Puget Sound Coalition, a voluntary association of colleges, universities* and community organizations, has developed a workable discussion/action model for citizen involvement in environmental issues.

The Coalition, in cooperation with KING Broadcasting Company of Seattle, produced eight films focusing on the environmental quality of the Puget Sound region. The television-film series covered population, land and space, institutions and values, social welfare, economy, ecology, and public policy.

More than 400 learning groups, involving some 5,000 individuals, were organized to participate actively in the project. These listening-learning groups were developed in cooperation with the Washington League of Women Voters, the Washington Council of PTA's and various church organizations.

The university coalition employed Title I, HEA funds for general coordination of the project, organization of the discussion/action groups, research, and preparation of discussion materials including the basic text entitled *Quality of Life.* This learning manual provided an overview of the subject areas, assignments and reality quizzes. Group assignments were designed to give participants first-hand knowledge of local conditions and to develop a commitment to the solution of common problems.

KING Broadcasting Company won national awards from the *Saturday Review* for the best use of television in a local community and from Sigma Delta Chi for the best community documentary presented as a public service.

This community education project continues to create an impact with revised materials, a larger number of participants, the rebroadcast of video tapes by station KING and educational television stations in the southern part of the State, and the organization of new groups of active citizens.

Program costs were provided by Title I, HEA ($87,000), colleges and universities ($67,000), and station KING ($50,000).

The successful design and implementation of this broadcast/discussion/action model commends its refinement and replication in other regions of the country.

DRUG ABUSE – YOUR COMMUNITY PROBLEM

In Maryland a community-oriented drug education project employed similar techniques, i.e. the broadcast/discussion/action model.

The Maryland Council for Community Services, composed of eleven community colleges and the University of Maryland, initiated a long-range project in cooperation with the State Drug Abuse Authority to present factual drug information as a step toward community action on this critical social issue.

The three-phased project included:

1. A series of seminars on the campuses of eleven community colleges.

2. A three-hour audience-participation broadcast entitled "If Drugs are the Answer, What's the Question?" on TV station WMPB and simultaneous broadcast on 13 radio stations.

3. Eleven 30-minute films developed by the State Department of Education for further public education via three television stations, for in-school programs, and for specially organized adult groups throughout the State.

As a result of the development of this model public education program, specific groups of drug abusers, parents, students and agency personnel have been identified as targets for more narrowly focused continuing education activities.

PICO-UNION NEIGHBORHOOD COUNCIL

The Pico-Union neighborhood of Los Angeles is a mixed residential/commercial area with a population of about 11,000 persons. Sixty percent of the residents are Spanish-speaking and 30 percent are Black. This poverty pocket was designated by the Department of Housing and Urban Development as an urban renewal area. The collective judgment was that the area's residents had little civic awareness and possessed no viable organizational structure to deal effectively with community development and physical renewal.

With the assistance of a Title I grant, The University of California at Los Agneles negotiated a teaching/consultation agreement with the neighborhood council to aid in (1) improving the organizational strength of the council, (2) initiating a broad community education program, and (3) providing technical assistance in community organization, economic development, housing, planning and education. The project helped to generate responsible community involvement and was instrumental in securing non-government funding for the council. More than 900 citizens of the area learned how to define problems, identify resources, analyze alternative courses of action and implement plans. University faculty acted as resource persons for citizen task forces and helped to build a more sophisticated community leadership group. Basic to the educational endeavor was the University's decision not to become a social service agency nor to duplicate the functions of existing agencies. With the faculty in a teacher-consultant role, the citizens acquired new knowledge for better decision making and developed the skills necessary for maintaining a valid community organization.

The project was a success. Urban renewal is progressing with the active participation of the community's residents. The results also indicate that in-depth education of a community helps public and private agencies to view such a low-income minority as less threatening than in cases where higher continuing education resources are not

*Seattle University, Western Washington State College, Pacific Lutheran University, University of Puget Sound, and Tacoma Community College.

employed. The project has demonstrated the ability of a community—through education—to responsibly assume control of many aspects of its governance. Although Federal support for this 30-month project has ended, university resources will continue to be employed to assist a non-profit community corporation in sponsoring low to moderate income housing and in designing vest-pocket parks.

UCLA, having reached the specific objective of this project, has moved to apply the experience gained in Pico-Union to the community of Venice.

THE TEXAS ASSEMBLY

To improve the problem-solving ability of State and local governments, the University of Texas in partnership with the Texas Urban Development Commission, and supported by a Title I grant, developed a two-year research, education and action project. About 250 community and business leaders were the target group of learners.

Six faculty members worked full-time to collect and analyze data on the State's urban areas in relation to traffic, pollution, housing, crime and central city decay. The staff provided support to the Commission's twelve working committees in translating proposals into substantive legislation and in devising strategies for informing the electorate of the State.

The Commission's Report entitled *Toward Urban Progress* was favorably presented to the Governor and the legislature in early December, 1970. Later that month the Texas Assembly, composed of 80 opinion leaders, met to assess the actions that might be taken. The Assembly's report entitled *Urban Texas Tomorrow* was given wide circulation and formed the basis for public discussion in nearly all the cities of the State.

With the convening of the 62nd legislature in Texas, substantive legislative action was taken on recommendations of the Commission and the Assembly. Among these actions were:

1. Establishment of an official State policy toward urban development.
2. Creation of a new State Department of Community Affairs.
3. Authorization for a broad range of intergovernmental contracting among all local governments.
4. Establishment of new procedures for setting and enforcing standards governing the manufacture and sale of mobile homes.
5. Creation of an interim House Committee to study higher minimum training requirements for peace officers.
6. Amendments of the State's voter registration procedures.
7. Authorization for the formation of a State Development Credit Corporation.

Many more college-community projects were conducted to focus the resources of higher education on groups of citizens who have a critical role to play in the community problem-solving process and on the general public whose awareness of problems is necessary if changes are to occur. Men and women in all age categories and with varied educational backgrounds came together to learn together and to act together in the interest of their communities.

GENERAL DEVELOPMENTS

State Programs of Community Service and Continuing Education when viewed as an entity, i.e., a national program, have made significant progress toward the goals of the enabling legislation.

The fifty-four State agencies provide an important demonstration of the viability of State planning and State administration of continuing education in relation to priority problems of national concern.

Data presented in this section were obtained from Annual Program Reports and Financial Statements submitted by the States for Fiscal Year 1971.

A total of 1,566 educational projects in 48* States constituted current community education operations during Fiscal Year 1971. A total of 815 projects were "in progress" at the end of the Fiscal Year and 143 (compared with 184 in FY 1970) were "planned" with implementation scheduled within the next year. Twenty-four projects were cancelled, most as a result of the loss of the project director. The status of current Federally supported projects is shown in Table 1.

The 584 projects reported as "completed" during FY 1971 accounted for 37.8% of all project activity. Slightly more than 40% are being continued in FY 1972 with Federal funds while 16% are being refunded from non-Federal sources. Some examples of information gained from these projects follows.

Direct instruction, i.e., courses, seminars, workshops, and conferences, contituted 64.8% of all educational activity. Technical assistance and consultation accounted for 15.9%. The remainder of the activity consisted of research, information dissemination, and multi-media presentations.

Forty-six States reported that 252 of their completed projects were directed at areas of special concern: 183 projects were involved in a wide variety of "inner-city" problems; 26 were environmental education; 27 were connected with Model Cities programs; and 16 were drug abuse education projects.

The same States reported 154 projects designed to continue the education of members of minority groups. Eighty-six projects had black Americans as participants, and they constituted more than 61% of the total 39,190 minority group participants. Spanish-surnamed Americans and American Indians took part in 10 and 9 projects,

*Annual reports were not received in sufficient time for inclusion in this report from: Illinois, Minnesota, New Jersey, New Mexico, North Dakota, and Vermont.

respectively. Forty-nine projects involved a cross-section of minority participants.

Two hundred and twenty-five projects utilized 9,799 students as resource personnel. Research and data collection were the most frequently reported student activity with technical assistance/consultation a close second.

Thirty-nine States reported that 3,306 faculty members had been involved, for varying amounts of time, in community service and continuing education activities that ranged in length from one day to eighteen months. Few (7%) spent more than half their time on the projects. Most (69%) devoted less than a quarter of their time.

In addition to monitoring and assessing on-going and completed projects, the State agencies in FY 1971, continued to refine State plans and increased program development efforts in reviewing and approving project proposals.

The forty-eight States that reported received 1,093 proposals. Six hundred were not funded: 76 because they did not fall within state priorities; 186 because of various inadequacies; and 338 because of insufficient funds. The volume of institutional proposals for continuing education is shown in Table 2.

Forty-two of the 48 States reported continuing consultation with institutions about alternate sources of Federal funds for projects that could not be funded under Title I. The States provided specific information on State and Federal programs, referred proposals to other sources and assisted institutions of higher education in the development of complementary projects to be submitted to private funding sources.

State agencies, with assistance from the U.S. Office of Education, made progress toward the development of State-wide programs of continuing education. In the distribution of FY 1971 funds the States report the continued emphasis on urban areas with an increase in "comprehensive" projects that encompass larger areas and include suburban and rural areas as well as the inner city. The distribution of projects by geographic area served is shown in Table 3.

The amount of Federal funds for proposed projects correlated positively with the geographic area served. In 1971, 56 percent of the funds were for projects in urban and suburban areas, 10 percent for rural projects and the remainder (35 percent) were for comprehensive projects frequently on a state-wide basis. The distribution of Federal funds for Fiscal Years 1968-1971 is shown in Table 4.

The enabling legislation sets forth nine broad areas of community concern. To these the States have added the areas of community development, human relations, education, economic development and personal development. While community problems seldom fit neatly into any of the categories mentioned, the categories serve to identify the central or primary concern of each project. Thus projects are reported in the several categories in terms of the major area of concern. The distribution of projects approved and funded in FY 1971 by problem area is shown in Tables 5 and 6.

Of the projects reported as "completed" in FY 1971, 46 percent were directed to areas of special concern: *environmental quality, drug abuse, Model Cities* and other *inner city problems.*

In the conduct of projects during the year, there was a significant growth in the number and type of inter-institutional arrangements; i.e., multi-institutional resources focused on a clearly defined problem area.

Higher education institutions continued to bring educational resources closer to the people through the establishment of off-campus learning centers. The total of such centers reached 64 in Fiscal Year 1971.

In summary, the national program has continued to develop the community-servicing capability of colleges and universities. More institutional resources—faculty and student—have been applied to the continuing education needs of adult citizens.

Even in a period of severe financial restraints, colleges and communities have secured funds to supplement their Title I grants in order to carry out a number of projects that are having and will have significant impact on the process of community problem-solving.

COLLEGES AND UNIVERSITIES PARTICIPATING

In Fiscal Year 1971, some 30 percent of the eligible institutions of higher education in the several states provided continuing educational services to their communities with Title I support. Increased inter-institutional cooperation through consortium arrangements among public and private colleges added thirty-five institutions to the list of those actively involved.

A total of 536 institutions were productively engaged in the development and conduct of community service and continuing education programs. Public colleges and universities (66%) continue to provide the greater proportion of institutional resources and expend the major share of federal funds (75%).

Over time there has been a steady increase in the number of 4-year private institutions in the program. Private institutions account for 34% of the institutions participating in Fiscal Year 1971.

During the year, two-year college participation increased from 9.3 percent to 9.9 percent of total institutional involvement. Tables 7 and 8 show the number of institutions and the distribution of Federal funds by type of institution for Fiscal Years 1968-1971.

FINANCING THE PROGRAM

Institutions of higher education continue to provide the major share of local dollars to match the Federal investment in the CSCE program. In Fiscal Year 1971, the states, local communities, colleges and universities provided $6.3 million to match $8.4 million in Federal funds to

finance 545 projects. The States also provided $460,000 to match $900,000 in Federal funds for administration of the program. In sum, the States and institutions of higher education invested $2.1 million beyond the required match of one local dollar for every two federal dollars. (Federal allotments by State for Fiscal Year 1971 are shown in Table 10).

For the projects reported as "completed" in Fiscal Year 1971, matching funds were provided in 79.6% of the projects by institutions of higher education. Funds supplied by State and local governments were the main source of matching dollars in 11.5% of the projects. (Sources of matching funds are shown in Table 9).

The data presented above reflect only projects that have been funded with Federal support. Of equal or greater concern are those university and college proposals which could not be supported for lack of funds. The States report receipt of an additional 338 viable projects requiring an additional $7 million in Federal funds that would have made significant contributions to the attainment of State program goals. Further, the States could have used $4.94 million more to provide adequate support of the 493 approved projects.

CONCLUSION

The national program of Community Service and Continuing Education made measured progress toward the goal of community problem-solving through continuing education. The number of institutions of higher education participating in the program increased from 501 in FY 1970 to 531 in FY 1971. The contributions of new institutions were made possible by the continued growth of consortia-type arrangements. In such arrangements several colleges share human and physical resources to meet a mutual educational objective.

Furthermore, State administrative structures have been established that now constitute a reservoir of educational expertise that could be employed to coordinate the planning and administration of a number of Federal programs that have related goals and objectives. To the extent that such coordination is possible under existing statutes, it is being tested in a large number of States.

During Fiscal Year 1971, data collection methods were improved and early estimates have been replaced with more accurate State and institutional records on adult participants in the Program. Thus, the Office of Education has embarked on a course to improve program reporting and to provide more assistance to the States in program development and evaluation.

The number of institutional projects funded in 1971 was reduced from 610 to 545, a reduction which provided modest increases in the support given to selected projects that focus on national priorities. The short-term information sessions are decreasing in frequency and are being replaced by more comprehensive multi-media instructional programs for specific target groups.

From the plans, proposals and projects that have been developed under Title I of the Higher Education Act, it is clear that no other program provides comparable support for the college-level continuing education needs of significant segments of the adult population. This program has, within available resources, demonstrated the efficacy of many new approaches to continuing education for such diverse groups as local government officials, the aging, minority group members, prison inmates and women. These activities have served to indicate the serious need for increased Federal support of expanded continuing education opportunities for a wide variety of adult citizens.

Further analysis of the CSCE Program over a five-year span reveals that continuing education for community problem-solving is best achieved by involving particular groups of individuals who can influence change. The several states have identified specific target groups whose continuing education needs relate to such priority problems as environmental quality, drug abuse, Model Cities, and the improvement of State and local governmental services. Increasing numbers of projects are being proposed by colleges and universities to educate these groups and thus to assist in the process of community problem-solving.

These assuring signs of steady maturation of the Community Service and Continuing Education Program hold great hope for the eventual recognition by most of our colleges and universities that the continuing education of today's adult decision-makers is as important to a healthy society as the sound academic preparation of tomorrow's leaders. □

Table 1. Distribution of Community Service and Continuing Education Projects Completed, in Progress, and Planned in FY 1970 and 1971 (By Fiscal Year of Funding)

Reporting Year	Completed (fiscal years)						Total	In Progress (fiscal years)						Total	Planned (fiscal years)			Total	Total Projects
	66	67	68	69	70	71		66	67	68	69	70	71		69	70	71		
FY 1970 (51 States[1])	16	66	175	170	29		456	10	33	108	238	330		719	4	180		184	1,359
FY 1971 (48 States[2])	6	37	109	186	223	23	584	5	10	56	118	291	335	815	1	1	141	143	1,542[3]

[1] States not reporting: Alaska, New Jersey, and Guam.
[2] States not reporting: Illinois, Minnesota, New Jersey, New Mexico, North Dakota and Vermont.
[3] This total does not include 24 projects that were cancelled during FY 1971 (5 FY 1968 projects, 9 FY 1969 projects, 6 FY 1970 projects, and 4 FY 1971 projects).

Table 2. Disposition of Institutional Proposals for CSCE Projects in FY 1971

	Number	Federal Funds Requested (in millions of dollars)
Proposals received[1]	1,093	$20.23
Proposals approved and funded[2]	493	13.34
Proposals approved and not funded	338	6.89
Proposals not approved	262	N.A.

[1] 48 states reporting.
[2] Of the sums requested only $8.40 million were available.

Table 3. Number of Projects by Geographic Area Served

Area Served	FY 1968		FY 1969		FY 1970		FY 1971	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Urban	378	52	364	56	284	47	198	36
Urban/Suburban	95	14	50	7	61	10	75	14
Rural	59	8	58	9	66	11	68	13
Comprehensive	187	26	181	28	199	32	204	37
TOTALS	719	100	653	100	610	100	545	100

Table 4. Distribution of Federal Funds by Geographic Area Served
(In Millions of Dollars)

Area Served	FY 1968 Federal Funds	FY 1968 Percentage	FY 1969 Federal Funds	FY 1969 Percentage	FY 1970 Federal Funds	FY 1970 Percentage	FY 1971 Federal Funds	FY 1971 Percentage
Urban	$4.8	55	$5.1	60	$4.27	51	$3.47	41
Urban/Suburban	1.1	12	.1	6	.83	10	1.14	14
Rural	.7	8	.6	7	.85	10	.88	10
Comprehensive	2.2	25	2.3	27	2.53	29	2.91	35
TOTALS	$8.8	100	$8.5	100	$8.48	100	$8.40	100

Table 5. Number of State Approved Projects
(By Problem Area and Fiscal Year of Funding)

Problem Area	FY 1968	FY 1969	FY 1970	FY 1971
Community Development	173	177	152	138
Education*	—	—	42	39
Employment	16	22	10	17
Economic Development	17	22	27	22
Government	227	152	90	71
Health	60	45	44	36
Housing	5	4	7	6
Human Relations	31	42	47	44
Land Use	43	23	35	47
Poverty	25	33	36	32
Personal Development	35	58	73	65
Recreation	37	33	17	10
Transportation	7	2	3	1
Youth Opportunities	43	40	27	17
TOTALS	719	653	610	545

*Separate category started in FY 1970 for projects related to the education system, most of which were previously included in the "Government" category.

Table 6. Distribution of Federal and Local Program Funds for State Approved Projects
(By Problem Area and Fiscal Year of Funding)
(In Thousands of Dollars)

Problem Areas	FY 1968 Federal Funds	FY 1968 Local Funds	FY 1969 Federal Funds	FY 1969 Local Funds	FY 1970 Federal Funds	FY 1970 Local Funds	FY 1971 Federal Funds	FY 1971 Local Funds
Community Development	$2,763.1	$2,943.5	$3,063.1	$2,162.6	$2,741.3	$1,934.9	$2,688.8	$1,969.2
Education*					510.5	360.7	525.5	381.8
Employment	226.7	303.1	264.4	188.9	100.8	51.9	224.5	166.4
Economic Development	221.6	221.7	206.7	180.0	316.3	266.1	284.0	162.7
Government	2,462.4	2,505.5	1,698.7	1,356.8	1,397.1	864.8	1,133.9	736.7
Health	516.7	527.0	417.0	379.7	345.4	192.8	426.1	607.6
Housing	65.4	65.4	13.0	10.1	70.5	72.8	65.2	63.5
Human Relations	297.3	314.3	694.9	566.4	614.5	379.3	551.5	431.6
Land Use	417.8	523.3	203.3	122.5	397.2	266.7	637.3	527.0
Poverty	390.3	409.2	421.5	269.6	560.3	335.7	594.9	378.3
Personal Development	481.1	515.5	762.3	578.9	774.3	691.5	919.9	623.5
Recreation	329.3	353.7	326.0	229.3	191.9	136.9	94.7	75.9
Transportation	68.7	145.6	4.6	2.8	46.8	42.5	12.0	12.0
Youth Opportunities	483.7	515.9	428.5	383.9	420.7	307.0	241.8	133.8
TOTALS	$8,778.1	$9,343.7	$8,504.0	$6,431.5	$8,487.5	$5,903.6	$8,400.1	$6,270.0

*Separate category started in FY 1970 for programs related to the education system most of which were previously included in the "Government" category.

Table 7. Number and Type of Participating Institutions
(By Fiscal Year of Funding)

Type of Institution	FY 1968* Number	FY 1968* Percentage	FY 1969* Number	FY 1969* Percentage	FY 1970 Number	FY 1970 Percentage	FY 1971 Number	FY 1971 Percentage
Land Grant and State Univs.	85	21	79	22	90	18	87	17
Four Year Public Insts.	138	34	108	31	134	27	161	30
Four Year Private Insts.	120	30	105	30	169	34	169	32
Two year Public Insts.	53	13	46	14	96	19	102	19
Two Year Private Insts.	8	2	13	3	12	2	12	2
TOTALS	404	100	351	100	501	100	531	100

*Distributions for FY 1968-69 include only those institutions receiving Federal funds while the FY 1970 and FY 1971 distributions include all primary and cooperating institutions. Comparable figures for FY 1968 and FY 1969 were 447 and 454 institutions respectively.

Table 8. Distribution of Federal Program Funds by Type of Participating Institution (By Fiscal Year of Funding) (In Thousands of Dollars)

Type of Institution	FY 1968 Federal Funds	FY 1968 Percentage	FY 1969 Federal Funds	FY 1969 Percentage	FY 1970 Federal Funds	FY 1970 Percentage	FY 1971 Federal Funds	FY 1971 Percentage
Land Grant and State Univs.	$4,526.6	51.7	$4,226.4	49.7	$4,047.2	47.7	$3,522.7	41.9
Four Year Public Insts.	1,935.8	22.1	1,717.8	20.2	1,824.3	21.5	2,016.7	24.0
Four Year Private Insts.	1,711.1	19.5	1,777.3	20.9	1,824.5	21.5	2.027.4	24.2
Two Year Private Insts.	538.9	6.1	663.3	7.8	752.2	8.8	790.5	9.4
Two Year Private Insts.	48.4	.6	119.1	1.4	39.3	.5	42.8	.5
TOTALS	$8,760.8	100	$8,503.9	100	$8,487.5	100	$8,400.1	100

Table 9. Source of Matching Funds For Community Service and Continuing Education Projects Completed in Fiscal Year 1971

Source of Matching Funds	No. of Projects	(%)*
Institutional Funds	396	(79.6)
State/Local Government Funds	57	(11.5)
Fees	15	(3.1)
Private Funds	14	(2.8)
Misc. Combinations	15	(3.0)
TOTALS	497	(100.0)

*Based on responses from 43 states.

Table 10. Distribution of funds under P.L. 89-329, Higher Education Act, as amended Title I, Community Services and Continuing Education FY 1971

National Advisory Council on Extension and Continuing Education			$ 100,000
50 States, D.C., and Outlying Areas			$9,400,000[1]
Alabama	172,970	New Mexico	120,594
Alaska	105,718	New York	476,782
Arizona	134,537	North Carolina	206,305
Arkansas	141,084	North Dakota	112,928
California	497,355	Ohio	319,821
Colorado	142,825	Oklahoma	152,666
Connecticut	161,347	Oregon	141,519
Delaware	111,043	Pennsylvania	343,439
Florida	228,660	Rhode Island	118,812
Georgia	194,869	South Carolina	155,297
Hawaii	116,057	South Dakota	113,778
Idaho	114,689	Tennessee	181,879
Illinois	327,030	Texas	328,170
Indiana	204,938	Utah	121,361
Iowa	157,493	Vermont	108,888
Kansas	147,466	Virginia	195,387
Kentucky	166,796	Washington	168,287
Louisiana	176,865	West Virginia	137,687
Maine	120,262	Wisconsin	187,245
Maryland	176,989	Wyoming	106,671
Massachusetts	212,666	District of Columbia	116,616
Michigan	279,689		
Minnesota	175,891		
Mississippi	148,667		
Missouri	195,511	Outlying Areas:	
Montana	114,420	American Samoa	25,597
Nebraska	130,104	Canal Zone	00
Nevada	109,302	Guam	26,948
New Hampshire	114,565	Puerto Rico	80,877
New Jersey	246,478	Virgin Islands	26,160

[1] Distribution of $9,400,000 with a basic amount of $100,000 to the 50 States and D.C.; $25,000 to American Samoa, Guam, Puerto Rico, and the Virgin Islands, and the balance distributed on the basis of estimated total resident population.

IT IS IN THE NATIONAL INTEREST OF THE UNITED STATES THAT HIGHER EDUCATION RESOURCES BE DEVELOPED AND AUGMENTED TO THE END THAT LIFE-LONG LEARNING OPPORTUNITIES FOR ALL CITIZENS, REGARDLESS OF PREVIOUS EDUCATION OR TRAINING, BE WIDELY AVAILABLE TO PROMOTE THE CONTINUED VITALITY OF OUR FREE SOCIETY.

THE NATIONAL ADVISORY COUNCIL
ON EXTENSION AND CONTINUING EDUCATION

Program IMPACT
COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
Title I of the Higher Education Act of 1965

Program IMPACT—as authorized under title I of the Higher Education Act of 1965 (Public Law 89-329), enables the U.S. Commissioner of Education to make grants to States to strengthen the community service program of colleges and universities. The act does not restrict the types of problems which institutions of higher education may assist the people to solve, but does indicate some of the problem areas which Congress had in mind, such as housing, poverty, government, recreation, employment, youth opportunities, health, transportation, and land use.

In defining community service under the act as an "educational program, activity, or service, including a research program," this legislation keeps college and university involvement in community problem solving within the parameters of the generally accepted mission and functions of higher education in the United States—teaching, research, and public service. The act does not demand that colleges and universities violate or ignore their traditional roles and become master problem solvers. It simply encourages institutions of higher education, in partnership with their communities and through specially designed educational programs, to lend their expertise to the community's efforts to ameliorate its problems. A highly effective demonstration has emerged of Federal-State teamwork in strengthening the community service dimension of higher education, and in providing problem-solving assistance to American communities.

Program IMPACT is administered as a State operation under a State plan prepared by a State agency in each State and approved by the U.S. Commissioner of Education. Each State agency, assisted by an advisory council, establishes priorities among problem areas, approves all project proposals from colleges and universities, and allots available resources to conduct projects. While the State agency assumes a significant and active role, the U.S. Office of Education provides consultation in program planning, exercises leadership in improving program performance, and encourages activities designed to meet national needs. One third of total program cost must be met with non-Federal funds. The program is conducted in all 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

For further information contact the State Agency for Community Service and Continuing Education or write to:

PROGRAM IMPACT
COMMUNITY SERVICE AND CONTINUING EDUCATION BRANCH
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Program IMPACT: Institutions and Municipalities in Partnership Assisting Communities through Teamwork

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